

U.S. Department of Education
2013 National Blue Ribbon Schools Program
A Public School - 13CT1

School Type (Public Schools): **Charter** **Title 1** **Magnet** **Choice**
☐ ☐ ☐ ☐

Name of Principal: Mr. Noam Sturm

Official School Name: Bugbee Elementary School

School Mailing Address: 1943 Asylum Avenue
 West Hartford, CT 06117-3099

County: Hartford State School Code Number*: 155-04

Telephone: (860) 233-1234 E-mail: Noam_Sturm@whps.org

Fax: (860) 236-2486 Web site/URL: http://whpsbugbee.sharpschool.net

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. Karen List Superintendent e-mail: Karen_List@whps.org

District Name: West Hartford District Phone: (860) 561-6651

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Bruce Putterman

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 11 Elementary schools (includes K-8)
3 Middle/Junior high schools
2 High schools
0 K-12 schools
16 Total schools in district
2. District per-pupil expenditure: 13075

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban with characteristics typical of an urban area
4. Number of years the principal has been in her/his position at this school: 3
5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	7	9	16
K	31	32	63
1	51	37	88
2	31	36	67
3	48	42	90
4	33	33	66
5	31	37	68
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total in Applying School:			458

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
11 % Asian
4 % Black or African American
6 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
78 % White
1 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 7%
This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	11
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	22
(3)	Total of all transferred students [sum of rows (1) and (2)].	33
(4)	Total number of students in the school as of October 1, 2011	458
(5)	Total transferred students in row (3) divided by total students in row (4).	0.07
(6)	Amount in row (5) multiplied by 100.	7

8. Percent of English Language Learners in the school: 3%
Total number of ELL students in the school: 15
Number of non-English languages represented: 8
Specify non-English languages:

Russian, Spanish, Japanese, Korean, Vietnamese, Mandarin, Portuguese, and Urdu

9. Percent of students eligible for free/reduced-priced meals: 5%

Total number of students who qualify: 23

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 5%

Total number of students served: 24

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>3</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>7</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>3</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>10</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>21</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>8</u>	<u>10</u>
Paraprofessionals	<u>3</u>	<u>2</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>10</u>	<u>0</u>
Total number	<u>43</u>	<u>12</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1:

16:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	97%	97%	98%	97%	99%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size: _____

Enrolled in a 4-year college or university _____%

Enrolled in a community college _____%

Enrolled in vocational training _____%

Found employment _____%

Military service _____%

Other _____%

Total _____**0%**

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☒ No

☐ Yes

If yes, what was the year of the award?

PART III - SUMMARY

Over twenty families joined our school last year from other places – some from out of state, even some from out of the country! Whenever a new family joins us, the office staff and leadership team takes them on a school-wide tour, welcoming them and helping the whole family acclimate to our building, teachers, and students. Heard in one form or another at the end of those tours (happily on a regular basis): “This seems like such a warm and welcoming school!” We are proud that at Bugbee School - while we are a very high performing building – numbers and tests scores are not our real “story.” Our real story is the integral role Bugbee plays in the life of our families and our community, and the amazing connections we make between and among each other.

Our mission statement reads: “Bugbee School is a dynamic, welcoming, enriched learning community that celebrates the uniqueness of each person. Our mission is to ensure that all children achieve personal excellence by developing the skills and interests that result in a passion for life-long learning and the ability to participate as responsible citizens in a changing world.” As we review our mission each year, we ensure there is a solid through-line between that broad statement, our school goals, our teachers’ objectives, and the Principal’s theory of action to tie together our work with a sense of collective efficacy. We believe deeply in the importance of viewing our children as the individuals they are – they each arrive here from different places, with different needs, hopes, and dreams, and it is our task to do whatever we can to ensure their future success.

Bugbee’s students are an increasingly diverse group of approximately 460 students spanning Pre-Kindergarten up through Grade Five. We are located in West Hartford, a high-performing, well-run inner-ring suburb of Hartford. Our families are in many cases working professionals who put an exceptionally high emphasis on education. While many surrounding districts have seen enrollment declines, we are pleased to say that our families have confidence in our town and in our school, and our enrollment has grown significantly – by nearly 20% over the past five years! A major accomplishment was the introduction of a Pre-K classroom two years ago as a way to expand neighborhood and school district access to high quality early childhood education, bringing more families into what we affectionately call our “Bugbee Family” even earlier. Our tradition of high performance was further enhanced earlier this year when we were named by our State Department of Education a “School of Distinction” for Highest Overall Performance - an honor shared by only approximately 40 other elementary schools in our state.

Bugbee School opened over 60 years, ago and our traditions are a collection of time-honored customs which support and sustain attitudes and memories that shape who we are and what we strive to be. They are the foundation on which we are built and the pillars on which we continue to grow. Some wonderful examples include over 30 years of Grade Five students having experienced Nature’s Classroom, a 4 day outdoor, overnight learning opportunity with staff members as chaperones. Another tradition for 5th graders is performing a play for the entire school. This has evolved through the years to include students’ acting, singing, controlling the sound and lighting, and now, even direct play writing. Students and parents look forward to this event year after year.

Traditions span all of the classrooms, K-5, and the special area classrooms as well. Some of the traditions that have continued over time: a yearly Student/Staff basketball game, cross-grade level book buddies, an all-school Field Day, Cozy Slipper day, school Opening and Closing ceremonies, and a Memorial Day Ceremony where students participate with songs and original poetry. Bugbee students regularly mentor other students, such as upper elementary children assisting during Pre-K rest time by reading to the littlest members of our “family.” And of course, new traditions evolve over time to be relevant in an ever-changing Bugbee community. New to Bugbee over the past few years is the Monthly Buzz, where we highlight student work and achievements each month, and our newest tradition, International Night, where we celebrate all cultures through, cuisine, dance, music, and stories. We create structures - and

maintain them over time - of coming together as a school and a community...working together, learning together, and enriching the lives of our Bugbee family.

At Bugbee, we don't believe there's any one thing that creates a fantastic school. Instead, a successful, and we believe, National Blue Ribbon-worthy school, is one that knows their children and families extremely well, has a talented, committed, and exceptionally hard working staff, and executes curriculum, enrichment, and interventions thoughtfully and critically in a reflective fashion, looking at what works, and changing quickly when it doesn't. And the biggest measure of success might just be that, after those new families are part of our community, they often come back to say, "Yup, my first impressions were right!"

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A. In accordance with the Connecticut State Department of Education, Bugbee students in grades 3, 4, and 5 are assessed in Reading, Mathematics, and Writing and grade 5 students are also tested in science. These tests are administered annually in March and results are returned to the district over the summer. Performance levels are: Band 1 – Below Basic; Band 2 – Basic; Band 3 – Proficient; Band 4 – Mastery; and Band 5 – Advanced. At the state and federal level, Band 3, Proficient, is the benchmark, but at Bugbee our goal is for 100% of students to reach Mastery or Advanced. We also strive to continue to move students from the Mastery Level to Advanced Level as they progress through the grades. The results for 2012 were the highest ever with an overall 91.2% at Mastery or Advanced, a very solid performance, indicative of the high outcomes we expect from our students.

This follows an upward trend starting in 2007 with 84.8% at Mastery or above and continues through 2012. We achieved our 100% goal in 2012 in Grade 5 Math with 69.6% reaching the Advanced range. We also carefully monitor cohort growth from grade 3 to grade 4 and grade 4 to grade 5 to optimize student gains and as a tool to reflect on instruction and individual student growth over time. Although these assessments are only administered to grades 3, 4, and 5; our faculty believes that the scores on these assessments are a result of the work of all teachers in our building, as the strong foundations of learning are begun in Pre-K and Kindergarten and nurtured and developed throughout each student's tenure at Bugbee.

B. The fact that our achievement data is both consistently strong and improving over time reflects a number of district initiatives and programs as interpreted and implemented at our building. In the past five years, we have implemented the state mandated Scientifically Research Based Intervention (SRBI) model. Our district has supported this by providing scientifically research based core instructional programs; intervention programs and resources; and staff development and training. They have also defined a process called Student Success Team for identifying students in need of intervention, planning, and implementing those interventions at increasingly intensive levels as driven by student assessment data. Our district uses the AIMSweb program to provide universal screenings in Literacy and Mathematics to identify students in need of additional support and to progress monitor student response to intervention. We have a half-time Reading Specialist to oversee this process in English Language Arts. Our Student Success Team, made up of building leadership, specialists, special educators and classroom teachers, meets weekly to strategize and monitor student progress and alter programming as needed. We have worked hard to approach this process judiciously, balancing the benefit of frequent meetings and documentation with the urgency to deliver services to the students who need them. We also work to maintain a focus on the needs of our high achieving students, thoughtfully and intentionally allocating resources to provide them with the challenges they need to continue to progress.

At the building level, we “dig deeper” into assessment results and use information about individual students and groups of students to set instructional goals and objectives. Last year we had many areas to celebrate. For example, after noticing a slight downward trend in our writing scores, we trained our eyes on a balanced approach between a renewed emphasis on the basics and mechanics of writing (grammar, spelling strategies, revising using ‘an author’s eye’) and continued work on free-writing with a Writer’s Workshop model. This produced impressive gains across our grade levels. This growth came from increases in percentages of students at the Mastery band and a significant increase in students moving into the advanced range. For example, looking at the Grade Three to Four cohort, the percentage of students in the Advanced band nearly doubled from 35.6% to 64.4%! The Grade Four to Five cohort also saw impressive gains from 48.5 to 54.5%. Another “digging deeper” data point: in 2011, our Grade Four team put an instructional and assessment emphasis on DRP skills. We were interested to see if the notable gains from 2011 would carry over into the Grade Five year. The answer is a definite yes, with the Grade 5 DRP mean growing from 67.1 in 2011 to a mean of 68.1 in 2012, continuing the impressive upward

trend. These are but a few examples of the ways our grade level teams work to review and evaluate data in order to enhance instructional practices to support continued achievement for all students.

Bugbee does not currently have subgroups (from the standpoint of standardized assessments/NCLB terminology), but that would be beside the point of our broad expectation for our children – that all of them perform at or above grade level proficiency. Through our collective setting of high expectations and then creating the structures and development opportunities for all stakeholders to truly perform at their best, we are pleased with the results!

2. Using Assessment Results:

As described elsewhere in this document, Bugbee School is proud of sustained, long term, high performance results and systematic growth in those results over time. That success comes from both a big picture view related to curriculum, smart hiring, and meaningful execution of plans over time, as well as a highly detailed review of assessment results to drive instructional growth for all our students.

First and foremost, we know that if you're looking only at standardized testing ("one test on one day for one child"), you're missing out on 181 other days of instructional and assessment opportunities to grow performance. Over the past few years, we have made a concerted and sustained effort to have all our educational staff reflect on what one might call "daily data" – the small bits of information in assessments like 'exit cards,' 'dipstick tests,' or just meaningful reflection on homework that should – and does – drive instruction tomorrow, not two weeks or two months from now. Our belief is that the benefits that come from formative, interim, and summative assessments are maximized only when supplemented by day-to-day assessments - like exit cards - that afford all our staff the knowledge of where a student is right now, and where they need to go tomorrow.

Of course we also do look at our broader assessments. In terms of how we use this assessment data, we've implemented a school-wide data analysis protocol where we reviewed in great detail the small number of students at each of the three tested grade levels who did not make Mastery in one or more of the subject areas. To give a sense of this protocol, we determined there were 23 students across Grades Three, Four, and Five that were below Mastery/Advanced (out of 202 total students tested) on the statewide assessments. Thirteen of the 23 scored at the Proficient band, and 10 at the Basic or Below Basic band. We wanted data that would help us answer several questions: Were those students receiving the tiered interventions that are the hallmark of SRBI?, Are those interventions making a difference?, and How does the "snapshot" of the statewide assessment (with it coming months before the end of the year) interface and/or predict performance on end-of-year assessments?

What we saw was that 7 of the 23 students not at Mastery in March did reach mastery expectations on the end-of-year assessments. Thirteen of the remaining students were receiving Tiered Interventions or were students identified as in need of Specialized Instruction, meaning they are indeed on our "radar screen" and are receiving support. This left only 3 students (out of over 200 tested) that did not reach grade level proficiency and were not yet receiving formalized interventions. While we certainly want that number to be "zero," the data shows that our identification and intervention process are working effectively to pinpoint areas of weakness, and then, with a high degree of success, remediate them through improved instruction and therefore higher student learning outcomes. Bugbee School saw its highest test scores ever last year - indisputable evidence that this strategy works!

In this data-driven world, clear communication out to all members of the Bugbee community regarding "how we're doing" is critical – both to showcase the high performance our students exhibit, but also to review with a critical and honest eye any stretch/growth areas. To that end, each year we host a Family Night where we present our data analysis using the same facts/figures/data points and the reflection on those pieces as we do with our faculty. We have found great success in breaking the process down as described above – sharing out our review, both holistically, and then down to the student-by-student level to demonstrate how we effectively intervene and stretch as needed. This information has been very well received by our families in that it shows both the long-term planning and attention to detail that works

hand in hand to deliver outstanding results! We also publish our results each year in a newsletter format and share out our presentations and our comprehensive School Development and Performance Plan for Continuous Improvement via our website, to ensure that all stakeholders understand our goals, actions, and how well we're doing.

3. Sharing Lessons Learned:

In our school district, the sharing of successful strategies with others is a critical component of our professional development time. Our weekly CSI (Curriculum and Staff Improvement) meetings regularly permit staff at Bugbee to meet with colleagues from across the district to share best practices, strategies, and pressure points, with the belief that given time and structure, the knowledge that exists within our building and our district – put together – will benefit all our students. For example, as we plan and implement the new Common Core State Standards curriculum, our teachers are regularly meeting in town-wide grade level teams to write curriculum, share out strategies for implementation, and then reflect on successes and areas for continued growth. These regular meetings are truly a hallmark of our school district, and importantly, they are facilitated primarily by our teachers themselves. Thus, those most “in the know” are the ones sharing out what’s working, and are able to talk critically about what isn’t. This allows Bugbee and our school district to act nimbly when concerns arise, and address them quickly and thoughtfully.

In addition to in-district sharing of lessons learned, Bugbee connects to our greater community in a variety of ways. Our Principal and Curriculum Specialist serve on an organization called “Great by 8” – an early-childhood information clearinghouse and advocacy group with connections to town families, the school district, and local and state government. There, we are able to both share instructional and pragmatic strategies that are working for us and advocate for policies and initiatives that will benefit our children. Earlier this year, our Principal co-presented with a state legislator on the need for additional high quality preschool spaces at a state-wide early childhood conference known as “Stone Soup.”

This winter, Bugbee was recognized by the State of Connecticut as a “School of Distinction” – one of approximately 45 schools around the state that has demonstrated high levels of performance, sustained and enhanced over time. We will have an opportunity to share out with our greater community the many successes evident at Bugbee through the creation of a network of schools paired up with another school designated as a “Turn-around School” to share strategies and ideas to benefit all children here in Connecticut.

4. Engaging Families and Communities:

Bugbee is fortunate to have an incredibly involved family population as well as community members who are willing to support our students and school. We use a School wide Enrichment Team committee made up of families and teachers to find enrichment opportunities within the community that would enhance our curriculum such as Artist-in-Residence programs that provide for school wide enrichment in various content areas. We also have a Positive Learning Team, consisting of Bugbee staff and families, who work cooperatively to create programs such as the Bugbee Garden, where students and families plant and grow vegetables and flowers on school grounds. This same committee also organizes daily Morning Announcements, created and read by students with input from peers, teachers, and families. Bugbee has families who volunteer to assist in our library on a weekly basis in all classes and grade levels, and families run our after school Chess Club as well as a STEM Science Enrichment Club held during the dreary winter days when recess sometimes takes place indoors.

We also reach out into the greater community, and for the past two years, our Grade One students have benefited from a program entitled Reading Education Assistance Dogs. This program helps improve children’s reading and communication skills by reading to dogs that are registered therapy animals, volunteering time with their owners/handlers as a team. This program is designed to help students not just with their reading and communication skills, but to also build their self-esteem and confidence as readers!

This year, we have reached out to our parent/family community to plan an event called International Night. A committee of families and teachers has worked collaboratively to organize this special event where 33 different countries reflecting our student's heritages will be represented. There will be music, food, clothing, art, and other connections to those countries and cultures. We believe this is a wonderful way to acknowledge our growing diversity as a school, and to celebrate the unique qualities of each culture.

Finally, families are welcomed directly into classrooms on a regular basis here at Bugbee. We have parents, grandparents, indeed all sorts of family members, serving as "Mystery Readers" to our younger grades, math coaches to our fourth graders, or yearbook organizers for fifth grade. It is our belief as a staff that successful education is a partnership between teachers, families, and the greater community!

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

At Bugbee Elementary School, we are proud to deliver a curriculum that is rich, relevant and well-rounded. It is aligned with state and national standards in all areas. Our curriculum is developed, supported and reviewed at the district level in a cycle that ensures our curriculum reflects up-to-date research and practices and is measured and evaluated critically at regular intervals. Each area of the curriculum has, at its helm, a district Curriculum Specialist, overseen by our Assistant Superintendent of Curriculum, Instruction, and Assessment. Curriculum writing teams include Curriculum Specialists and classroom teachers. Core resources are provided and supported by the district. Our Curriculum and Professional Development Committee (CPDC) is made up of teachers and administrators from all of our schools (at all levels) and meets several times each year to review curriculum, provide input to guide revision, and plan professional development for staff members. Currently, we are implementing the Common Core State Standards, focusing on creating a district English Language Arts Curriculum for grades K, 2 and 4 and Mathematics Curriculum for grades 1, 3 and 5. We started this work last year, utilizing the Rigorous Curriculum Design process to prioritize and articulate standards in each area from grades K-12. Next year, the focus will shift to reviewing the curriculum created this year and creating English Language Arts Curriculum for grades 1, 3 and 5 and Mathematics Curriculum for grades K, 2 and 4.

In addition to shifting to the Common Core State standards in ELA and Mathematics, our district and school also provide an enriched and enriching variety of other curricular areas as well, all aligned with state and national standards, all regularly reviewed and revised. Our district science curriculum is based on the Connecticut Pre-K-8 science standards and is an inquiry-based program, consisting of a variety of hands-on experiments and performance tasks at all grade levels. Process skills (inquiry standards) are woven together with content standards. Our social studies curriculum also integrates local historic landmarks and our vibrant community to spark students' content knowledge, history, and civic engagement. Social Studies also serves as a vehicle for many of the literacy skills students need to learn and is woven together with the Language Arts and Library Media curricula. Our Library Media curriculum also includes research skills, critical use of technology and knowledge of both fiction and non-fiction texts.

The content areas traditionally called "specials" are developed based on state and federal standards. Our Physical Education curriculum has clearly defined units of study and benchmarks to measure student progress. The district health curriculum includes nutrition units that are showcased in our school cafeterias and have translated into healthier food selections. Our Health curriculum also includes a variety of wellness and safety units and is standards based. Town police officers visit all classrooms two times each year to deliver instruction related to being safe and making healthy choices. Art education is also a well-developed, clearly articulated, standards-based curriculum which teaches students a variety of techniques in multiple media as well as about the work of famous artists, units often interwoven with social studies units. Our vocal music program teaches students to produce, record, and compose music. Instrumental music, which begins at grade 4, takes students through the process of selecting, caring for and playing instruments both individually and in groups. Our visual and performing arts are showcased throughout the year with displays and performances. Last but not least, our district offers Spanish instruction to all of our third, fourth and fifth grade students. This instruction focuses on conversational Spanish and cultural awareness and comparison.

2. Reading/English:

Bugbee believes that teachers must have a strong knowledge base of multiple methods for teaching reading and a strong knowledge of the children in their care so they can create the appropriate balance of methods needed for our students. Our K-5 reading curriculum incorporates a research-based,

developmental reading and language arts program called **StoryTown**. Through this program, the students acquire foundational reading skills. The core of the program is high-quality children's literature and informational texts. Students are exposed to a variety of genres through whole group and differentiated small group instruction. The program emphasizes explicit, systematic instruction in the areas of phonemic awareness, phonics, vocabulary, fluency, comprehension and writing. It provides practice and application of these skills, using a variety of meaningful tools and activities suited to below, on grade level, advanced and ESOL learners. All reading curriculum is being examined through the lens of the Common Core, with all our grade levels incorporating the Core standards by next year. Changes already underway include additional use of non-fiction texts, clear usage of text references when responding to reading, and an emphasis on paraphrasing as a means to develop efficient comprehension strategies.

Teachers use an assessment and data management system designed specifically for universal screening and progress monitoring of basic reading skills (AIMSweb). Students are assessed and can be quickly identified if they are at risk. If a student is at risk, interventions are begun immediately. The student is progress monitored over several weeks. AIMSweb reports determine if the student is responding to the interventions and provides teachers with feedback to make instructional decisions. If a student is not responding to the interventions, they are referred to a reading specialist, where a thorough examination of assessments helps determine the appropriate research based program to fit the needs of the individual student, including services provided by our Early Intervention teacher or Reading Tutor. Students who struggle with reading and spelling unknown words are taught letter formation, phonological and phonemic awareness, sound mastery, phonics, vocabulary, comprehension and written composition. Students at the primary grade level also receive a double dose of Foundations instruction by the classroom teacher to further enhance their learning.

AIMSweb assessments also provide data on students that perform above grade level. Students who perform above grade level are given opportunities to read advanced texts and complete activities that encourage them to engage in learning that goes deeper or further than the grade level curriculum dictates. Above grade level students are given the opportunity to meet with the Curriculum Specialist to further explore their reading interests and work on specific reading strategies and activities to meet their needs.

3. Mathematics:

Bugbee is committed to challenging students mathematically in order to effectively prepare them for all facets of learning and life, and supporting their continued learning success as mathematicians throughout their schooling. Students acquire foundational skills through teacher modeling, use of a variety of mathematical tools, and peer collaboration. Manipulatives are used extensively to develop conceptual understanding of key math concepts such as number sense and operations, working from the concrete to the abstract level of understanding. Students explain their thinking throughout the learning process with pictures, words, and numerical expressions. Students work collaboratively to solve problems. Through this collaboration, students learn to effectively explain their thinking so that others can understand their steps for solving problems.

Prior to this school year, all grade levels used the **Math Trailblazers** program as one core component to teach West Hartford Math Objectives. Grades K, 2, and 4 continue to use **Math Trailblazers**, a scientifically-researched program which incorporates the solving of real-world problems while integrating science and language arts with math. **Trailblazers** sets a strong foundation and challenges our students as problem-solvers, and the program is supplemented with other materials as needed. Students are offered many opportunities to solve problems in a variety of ways, focusing on their strengths and skills as mathematical thinkers.

New math curriculum is currently under development in accordance with the Common Core State Standards. This curriculum is being implemented this year for grades 1, 3, and 5. Next year all grades will implement the Common Core State Standards in math. The Common Core builds on the strong foundation set forth by Trailblazers and challenges students to deepen their conceptual understanding of mathematical principles and processes even further. It also addresses students' development of eight

standards for mathematical practice: (1) make sense of problems and persevere in solving them; (2) reason abstractly and quantitatively; (3) construct viable arguments and critique the reasoning of others; (4) model with mathematics; (5) use appropriate tools strategically; (6) attend to precision; (7) look for and make use of structure; and (8) look for and express regularity in repeated reasoning.

Through research-based universal assessments, students are identified for additional math support with a building Math Tutor. Teachers also address the needs of individual students through small group instruction and interventions. Formative assessments and assured learning experiences help identify students' strengths and weaknesses so that re-teaching or extension may be offered as needed. In addition, our "Math Quest" program provides enrichment curriculum for students performing multiple grade levels above their peers in the upper elementary grades.

4. Additional Curriculum Area:

Bugbee students are immersed in a rich variety of opportunities and experiences in the visual and performing arts. Students participate in the district's intensive art education program learning about a variety of visual arts techniques and artists, creating original works of art using multiple techniques and media. Each year their artwork is showcased in a school-wide display that highlights their original works of art in a museum-like format. We also have a permanent, framed, student-created art collection decorating the walls of our corridors. Our entry way is adorned with two large student murals created by every student in the school with the guidance and expertise of an artist-in-residence. There is also a tile mosaic created by staff members highlighting aspirations and celebrations of our school community.

In addition, our school offers a robust vocal music program for all students and instrumental music for the majority of our 4th and 5th graders. Winter and spring concerts highlight the talents of our children in choir, band, and orchestra. Some of these students also participate in our town-wide Inter-Elementary music program. Weekly practices after school culminate in an incredible performance at Hartford's Bushnell Auditorium each May.

Students are exposed to a variety of cultural performances each year sponsored by our district's Cultural Council and family donations. These performances are often interactive and motivate our students to explore and express themselves in a variety of ways. All grade levels weave visual and performing arts into their curriculum. For example our Kindergarten welcomes a "Mother Goose" storyteller complete with costume and stuffed goose into their classrooms each year. First grade hosts an African drummer and storyteller to support their unit on Kenya. Second grade showcases their extensive study of seeds and plants with a performance called the "Heavenly Herb Celebration." Grade Three highlights the poetic talents of their students at their annual "Poetry Cafe." Fourth graders research and act out the lives of famous people on Biography Day. Fifth grade ends each year with a play that includes singing, acting, and play writing. With support and guidance of parent volunteers, some Bugbee students participate in the Odyssey of the Mind Program which weaves creative problem solving together with visual arts and performance.

These rich and varied opportunities support our students in developing and showcasing their unique talents, interests, and learning styles in order for them to develop and pursue their own personal excellence.

5. Instructional Methods:

At Bugbee we strive to meet the academic needs and each and every student. We recognize that every child has unique talents and strengths as well as areas for improvement and growth. Teachers are able to provide the necessary differentiated instruction in a variety of ways with the help of support staff both in and out of the classroom. First, we follow the SRBI model of provided tiered instruction to students who require additional support. Universal assessments are given in reading and math to all students three times a year. Using this data, as well as student work and teacher observations, we are able to identify students in need of support as well as enrichment. We have a Reading Specialist and Tutor who provide small

group and one-on-one support to students in Grades 3-5 and a Reading Early Interventionist who provides the same for students in Grades K-2. Their Tier II/III support is in addition to the Tier I support instruction provided by the classroom teacher.

Our Math Tutor provides small group Tier II/III support for students across the grade levels, which is again supplementing the differentiated Tier I instruction provided by the classroom teacher. All students who are receiving this additional instruction are progress-monitored to show appropriate response to the scientifically-researched based interventions they are receiving. Our school's ESOL population sees their needs met through a committed, talented, and creative English Language teacher who seamlessly weaves together student's learning needs with the grade level curriculum in concert with the child's classroom teacher.

We also strive to meet the needs of students who would benefit from enrichment opportunities. Our “Quest” gifted/talented teacher meets with upper elementary students several times a week working on interest based research and “Type III” projects. Our Math Quest program is for students in Grades Four and Five who are performing two grade levels above expectation and receive specialized math instruction four times a week. Bugbee’s Curriculum Specialist is also available to provide enrichment opportunities for students in the primary grades in math and ELA. Technology is not viewed as a subject onto itself; instead, it’s a useful instructional tool. Teachers use clicker systems to assess and keep interest high in lessons, and students practice math facts or research projects using technology.

First and foremost, we plan for the wide variety of needs that students arrive at our school with through differentiated lessons, homework assignments, projects, and groupings. It our collective belief that there is no single way to differentiate – we take our cues from our students, and work to meet their needs!

6. Professional Development:

Professional development that takes place at Bugbee is designed to be comprehensive, pragmatic, and meaningful. From student teachers to tenured teachers with 30-plus years' experience, there are many opportunities for staff and administration to learn about best practices together as a team. Development opportunities are differentiated between grade and experience levels as well as core subjects, yet generate a sense of collective efficacy as staff grow and feel safe taking risks as they engage in new learning. Teachers have a voice in what types of professional development opportunities are presented as well as the meaning behind them. With this model in place, our faculty is open and receptive to new learning and in providing collegial feedback as to what works best and what is in need of improvement.

Our district has a thoughtful structure where professional development is built into our weekly schedule. We have a lengthened school day 4 days a week which allows for a shortened student day on Wednesdays. During a two hour period each Wednesday afternoon, teachers are engaged in what we call “CSI” – Curriculum and Staff Improvement. CSI can involve grade levels, school-wide teams, or across district meetings. Whether it is writing or implementing new curriculum, meeting vertically with colleagues in other grade levels, or collaborating on Common Core with colleagues from across town, this regular allotment of structured time is, quite simply, invaluable. The sense of a “team approach” at Bugbee begins with learning and reflecting as a staff on a regular basis.

Professional development opportunities are designed to directly reflect district, school and staff goals, and we are pleased to say that our district has an explicit goal to attract and retain the best teachers through an emphasis on positive, job-embedded professional development. A main driver this year has been to delve deeply into Common Core Standards, and as such, much of our time has been spent writing and learning about the new standards so that implementation into the classroom has been seamless. As a staff we also develop school and team or individual goals that are addressed during those professional development times. We believe deeply that if our school staff is provided the structures and times to plan, implement and reflect on their teaching, we will continue to sustain and enhance our positive student outcomes – meaningful professional development is critical to this!

7. School Leadership:

At Bugbee, we view all members of our school as leaders in one form or another. We strive to be warm, inviting, positive, nurturing, safe, collaborative, constructive and energetic, and believe that meaningful shared leadership and collective efficacy is a key to long term school success. Our Principal is focused on leading a school with a very open door approach, working to be accessible and inviting and in turn, ensuring that staff have a comfortable environment for learning, evaluating and reflecting on our collective practices. Feedback is sought from staff to help improve school policies and procedures and the leadership team strives to be engaged deeply in the day to day experiences of the building so that all are truly connected when making decisions that affect staff. For example, when hallways were becoming congested during dismissal times due to growing enrollment, the leadership team worked with faculty and staff to revamp our dismissal plan, successfully!

The focus is deep engagement in student learning, behavior and expectations, and it is a daily occurrence for the Principal to be in and out of classrooms and providing feedback on how to best meet the needs of the school. Accessibility and openness allow staff to feel supported, and high expectations keep staff and students always striving to be their best. Communication is a key component in school leadership today. Whether relaying news of the day, how to deal with unforeseen tragedy, calming nerves under stressful curricular changes or simply providing our families with a snapshot of our school, our Principal's efforts to communicate thoughts and information clearly and concisely work to create trust and warmth within Bugbee.

In addition to our principal, Bugbee has a full time Curriculum Specialist. This role is designed to provide direct, non-evaluative coaching and supporting of teachers with curricular development and implementation, and also serves as behavioral support, budgeting and assessment expertise, and cross curricular development. Our Curriculum Specialist works closely with our Principal and provides an intentional combination of big-picture planning and detail-oriented execution, with each member taking on different roles depending on the task. Together, they work to act as a strong team that helps foster a community of learners, faculty, staff, and students. Our staff is led with confidence, thoughtfulness and drive by a dedicated team.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Connecticut Mastery Test

Edition/Publication Year: Fourth Generation Publisher: Measurement Incorporated

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Goal/Advanced	88	91	92	82	80
Advanced	59	52	63	43	55
Number of students tested	68	63	72	65	60
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Goal/Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	2	4	4	1
2. African American Students					
Goal/Advanced		Masked	Masked	Masked	Masked
Advanced		Masked	Masked	Masked	Masked
Number of students tested		4	3	3	2
3. Hispanic or Latino Students					
Goal/Advanced		Masked	Masked	Masked	Masked
Advanced		Masked	Masked	Masked	Masked
Number of students tested		1	3	2	3
4. Special Education Students					
Goal/Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	3	6	5	5
5. English Language Learner Students					
Goal/Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	1	3	1	1
6.					
Goal/Advanced					
Advanced					
Number of students tested					
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					

13CT1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Connecticut Mastery Test

Edition/Publication Year: Fourth Generation Publisher: Measurement Incorporated

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Goal/Advanced	84	84	81	75	77
Advanced	52	30	49	37	35
Number of students tested	68	63	72	65	60
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Goal/Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	2	4	4	1
2. African American Students					
Goal/Advanced		Masked	Masked	Masked	Masked
Advanced		Masked	Masked	Masked	Masked
Number of students tested		4	3	3	2
3. Hispanic or Latino Students					
Goal/Advanced		Masked	Masked	Masked	Masked
Advanced		Masked	Masked	Masked	Masked
Number of students tested		1	3	2	3
4. Special Education Students					
Goal/Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	3	6	5	5
5. English Language Learner Students					
Goal/Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	1	3	1	1
6.					
Goal/Advanced					
Advanced					
Number of students tested					
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					

13CT1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: Connecticut Mastery Test

Edition/Publication Year: Fourth Generation Publisher: Measurement Incorporated

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Goal/Advanced	92	97	88	91	85
Advanced	57	69	49	55	52
Number of students tested	65	67	67	58	52
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Goal/Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	4	2	3	1	5
2. African American Students					
Goal/Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	1	3	1	4
3. Hispanic or Latino Students					
Goal/Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	2	2	3	3
4. Special Education Students					
Goal/Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	5	5	4	4
5. English Language Learner Students					
Goal/Advanced				Masked	Masked
Advanced				Masked	Masked
Number of students tested				1	2
6.					
Goal/Advanced					
Advanced					
Number of students tested					
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					

13CT1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Connecticut Mastery Test

Edition/Publication Year: Fourth Generation Publisher: Measurement Incorporated

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient/Mastery/Advanced	89	92	85	85	83
Advanced	41	50	30	37	37
Number of students tested	64	64	68	58	52
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Mastery/Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	4	2	4	1	5
2. African American Students					
Proficient/Mastery/Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	1	4	1	4
3. Hispanic or Latino Students					
Proficient/Mastery/Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	2	2	3	3
4. Special Education Students					
Proficient/Mastery/Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	5	6	4	4
5. English Language Learner Students					
Proficient/Mastery/Advanced				Masked	Masked
Advanced				Masked	Masked
Number of students tested				1	2
6.					
Proficient/Mastery/Advanced					
Advanced					
Number of students tested					
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					

13CT1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: Connecticut Mastery Test

Edition/Publication Year: Fourth Edition Publisher: Measurement Incorporated

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Goal/Advanced	100	91	97	89	90
Advanced	70	64	67	65	66
Number of students tested	69	66	59	46	62
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Goal/Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	4	3	4	2
2. African American Students					
Goal/Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	3	2	3	1
3. Hispanic or Latino Students					
Goal/Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	1	3	2	3
4. Special Education Students					
Goal/Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	6	3	4	1
5. English Language Learner Students					
Goal/Advanced				Masked	Masked
Advanced				Masked	Masked
Number of students tested				2	1
6.					
Goal/Advanced					
Advanced					
Number of students tested					
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					

13CT1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: Connecticut Mastery Test

Edition/Publication Year: Fourth Generation Publisher: Measurement Incorporated

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Goal/Advanced	93	88	97	85	90
Advanced	46	47	46	28	44
Number of students tested	69	66	59	46	62
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Goal/Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	4	3	4	2
2. African American Students					
Goal/Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	3	2	3	1
3. Hispanic or Latino Students					
Goal/Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	1	3	2	3
4. Special Education Students					
Goal/Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	6	3	4	1
5. English Language Learner Students					
Goal/Advanced				Masked	Masked
Advanced				Masked	Masked
Number of students tested				2	1
6.					
Goal/Advanced					
Advanced					
Number of students tested					
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					

13CT1